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ABSTRACT

This proceedings document summarizes a conference on university cooperation in the Pacific Basin region. An opening section details the impetus for holding the conference and its organization. Further sections describe issues examined in each of the discussion sessions. The opening discussion session focused on a call to international concerns, description of the sponsoring organization, and recognition of the similarities in problems and issues facing communities world-wide. Panel discussions dealt with concerns of international students, particularly comfort with new communities and personal safety; barriers that students and universities face and how they can be overcome; international politics; the growth of the Asian market; divisions between nations and peoples; innovations in internationalizing curricula; and the development of the idea of the International University and the current status of this objective. A closing session summarized the conference. Included is a schedule and a list of conference participants. (JB)

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ORGANIZATION AND PROCEEDINGS OF A CONFERENCE ON UNIVERSITY COOPERATION IN THE PACIFIC BASIN REGION SPONSORED BY THE ASSOCIATION OF SOUTHEAST ASIAN INSTITUTIONS OF HIGHER LEARNING AND HELD AT PITTSBURG STATE UNIVERSITY, PITTSBURG, KANSAS, MAY 26-28, 1992

By

Robert L. Sheverbush and Joseph G. Smoot

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By

Robert L. Sheverbush and Joseph G. Smoot

A meeting of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) convened at Pittsburg State University, Pittsburg, Kansas, on May 26, 1992, with delegates from Australia, Indonesia, Malaysia, the People's Republic of China, the Philippines, the Republic of China, Thailand, and the United States. More than twenty-five universities sent representatives to the conference.

The idea of holding a meeting of the Association of Southeast Asian Institutions of Higher Learning in the United States originated with Dr. Ninnat Olanvoravuth, Secretary-General of ASAIHL, at a 1989 meeting in Bangkok. Dr. Donald W. Wilson, President of Pittsburg State University, Pittsburg, Kansas, attended that meeting. Dr. Ninnat proposed to President Wilson that ASAIHL meet in the United States to strengthen ties between Asian universities and those in the United States. ASAIHL, founded in 1956 and the largest consortium of universities in the Pacific Basin, had never held a meeting outside Asia.

After a formal invitation from the ASAIHL Board of Directors, President Wilson agreed to hold the meeting at Pittsburg State University on May 26-28, 1992. Through Dr. Wilson's leadership, Pittsburg State University has identified international education as a major thrust of its educational programs. Hosting an international conference on educational cooperation would give the University

experience in another facet of its mission to internationalize its curriculum.

President Wilson appointed Dr. Robert K. Sheverbush, Professor of Psychology and Counseling at Pittsburg State University, to the position of conference coordinator. Dr. Sheverbush has had international teaching experience in universities in England and Thailand. Drs. Wilson and Sheverbush decided that the conference should use a problem-solving mode with the representatives of the United States and Asian universities acting as panelists and reactors. Dr. Sheverbush conducted a survey of ASAIHL members to determine the specific topics and focus the conference presentations. The respondants identified the following topics.

1. What works in the internationalization of national universities?
2. How do institutions in the United States and Asia form meaningful relationships?
3. How do institutions overcome impediments to cooperation such as financial assistance, provincialism of faculty, communication, immigration, and the like?
4. What program innovations exist in internationalizing the curriculum?
5. What are Asian perceptions of American attempts to internationalize the curriciulum?
6. What role does business and industry play in internationalizing the curriculum?
7. Perspectives on university cooperation presented by a representative from each country attending concluded the list of proposed topics.

Based on these proposed topics, Drs. Wilson and Sheverbush conferred with Dr. Ninnat Olanvoravuth and Dr. Jose D. Villanueva, President of ASAIHL, on the final program. The group decided not to call for formal papers but rather focus on problem-solving panel

discussions. A comprehensive summary of the discussions, questions, solutions, and other pertinent commentary would provide a permanent record of the conference. This summary which follows will identify building blocks for action by ASAIHL members and for discussion at future ASAIHL meetings.

The Conference held seven sessions at the Overman Student Center from Tuesday morning, May 26 to Thursday noon, May 28, 1992. On Tuesday, after an opening session of greetings, a panel discussed ways that institutions of higher learning in the United States and the Pacific Basin Region might form meaningful relationships. Another panel discussion highlighted impediments to cooperation and how institutions might overcome them. On Tuesday evening, Mr. and Mrs. Charles R. Webb provided the conference participants with a train ride on the Southeast Kansas Railroad, which they own, and served them a traditional American chicken dinner aboard. Mrs. Kaye Lynne Webb, President Wilson's Administrative Assistant, makes a significant contribution to the University. Before their return, the conference participants visited the second largest electric powered coal-mining shovel in the world, Big Brutus, at West Mineral, Kansas. On Wednesday morning, May 27, Dr. Jon Wefald, President of Kansas State University, addressed the conference in plenary session. Another program explored ideas of internationalizing the curriculum. On Tuesday and Wednesday afternoons, the visitors toured Pittsburg State University, devoted time to individual interests at the University, and toured the city of Pittsburg. Breakfast and lunch served daily at the Student Center also afforded opportunities for the exchange of ideas. On Wednesday evening, the guests attended a community banquet

at the Crestwood Country Club that featured entertainment of American blues, barber shop quartet music, and a square dancing exhibition. The conference concluded on Thursday morning, May 28, with a presentation on the International University and a summary session. In the summary session, Dr. Joseph G. Smoot gave the following analysis of the conference.

Opening Session, Tuesday, May 26

Dr. Donald W. Wilson, President of Pittsburg State University, opened the conference by introducing Mayor John O'Connor of Pittsburg who welcomed the participants to the city. Mayor O'Connor spoke of the international presence Pittsburg State University brought to the community through the large number of exchange agreements with institutions in other countries and the international students who study at the University and live in Pittsburg.

Next, President Wilson introduced Dr. Jose D. Villanueva, President of ASAIHL, and a member of the Board of Trustees of the University of the City of Manila. Dr. Villanueva charged the conference participants with the vision of the soaring needs of humanity in the near and far future. He declared the conference purpose rested on making a response to humanity's problems. No nation, he observed, can survive as an island to itself. Nations and regions have a relationship to each other. What happens in one area of the world affects the other parts. He cited environmental concerns such as the destruction of the Brazilian rain forest or the eruption of a volcano in the Philippines as examples that impact the entire planet. Further, he remarked that the strife in the Middle East, the economic instability in the former Union of Soviet Socialist

Republics, and the dislocation of people worldwide illustrate the reality that the world's people depend on each other. Dr. Villaneuva said that we need to learn from each other. Developed countries must share research and technology with third-world countries while the developing countries need to help one another. He concluded his remarks by emphasizing that this ASAIHL Conference represents a spirit of sharing.

Dr. Wilson then introduced Dr. Ninnat Olanvoravuth, Secretary-General of ASAIHL. Dr. Olanvoravuth spoke briefly of the history of ASAIHL which began in Bangkok, Thailand, in 1956, with eight members making it the oldest educational association in the region. ASAIHL has chosen to hold its first conference in the United States at Pittsburg State University because of President Donald W. Wilson's leadership in higher educational affairs in Southeast Asia. ASAIHL now has 120 member institutions from fourteen countries including seven institutional members from the United States. ASAIHL has held recent conferences in nations stretching from Korea to Thailand and will meet in Indonesia and Australia next year to continue discussions on university cooperation in the Pacific Basin Region.

Dr. Wilson thanked Dr. Robert L. Sheverbush for his excellent work in organizing and coordinating the activities of the conference. President Wilson assured the guests of the pride that Pittsburg State University has of membership in ASAIHL and in hosting this conference. He stressed the importance of living and working together in this global community. While the world has drawn closer together, it has also become more complex. Educators have a responsibility to help their nations and the world to solve problems we all face. President

Wilson noted the world dimensions of Pittsburg State University with five hundred international students from some three dozen nations and alumni living in sixty-eight countries. He described the relationship of the University to the Kansas Board of Regents and its system of higher education. He observed that Pittsburg State University offers master's degrees in many fields, a broad range of undergraduate degrees, and has the mandate as the Center of Excellence in technology for the State of Kansas. Finally, he observed that Southeastern Kansas, known as the Little Balkans, received settlers from many European ethnic groups. These immigrants built their communities from a diverse cultural background.

Panel Discussion, Tuesday, May 26

Dr. Robert K. Ratzlaff, Vice President for Academic Affairs at Pittsburg State University, presided at the first panel discussion of "Forming Meaningful Relationships Among Institutions in the United States and the Pacific Basin Region." Panel members included Dr. William Langdon, Director, International Center and Chair, Department of Foreign Languages, Washburn University, Topeka Kansas, USA, Dr. Alan P. Mead, Vice Chancellor, University of South Australia, Adelaide, South Australia, and Dr. Mohamed Taib Osman, Vice Chancellor of the University of Malaysia.

Dr. Ratzlaff introduced the panel topic with the concept of a comfort zone for international students. What fears do students have coming to study in the United States, and what problems will American students encounter in studying in Asian countries? How do we get American students to study abroad? He cited the fears people may have

in going to Los Angeles or Bangkok because of the recent disturbances in these two cities.

Dr. Langdon felt that the best way to establish a comfort zone for international students lay in having a formal relationship between the universities involved. Faculty in the two universities should know each other and help form a nurturing community. He also felt that the International Club sometimes kept international students from participation in other student groups. On the other hand, a member of the conference felt that an International Club served as a good vehicle to convey international culture to the University community as well as the residents of the city.

Dr. Mead said that Australians went to other countries without concerns. Many students coming to Australia had language difficulties and social fears. He cited Malaysian students who had concerns with living conditions, especially for women. He said that an adequate briefing session could help the student overcome a fear of the unknown. Also, if the student feels a part of the university community, that support helps vanish fears. He stressed that the existing student community has sufficient resources to meet many of the needs of international students. Formal relations help significantly and faculty linkages in research projects particularly give the exchange students confidence and security. Senior faculty who have traveled widely help create an atmosphere that reduces tensions for the international student, especially when the travel has occurred in the student's home country. He referred to the nature of university relationships which take a wide variety of forms including assistance in staff development. Dr. Mead asked Dr. Robert H. T.

Smith, Vice Chancellor, University of New England, to speak on the initiative of the Australian Vice Chancellors who received encouragement from the Commonwealth Minister of Education to explore more productive ways of university linkages in the Pacific Basin Region. The group held meetings with twenty Asian countries in Hong Kong and also in Canberra, Australia, in 1991. He referred to the structure as a reference group studying ways to facilitate the mobility of students and faculty. He referred to the program, ERASMUS (European Regional Action Scheme for the Mobility of University Students), established among the European Community nations as a model for student mobility. The EC countries have already exceeded their projected ten-percent goal of the students taking a portion of their studies in another European country.

Dr. Osman reported on the experience several years ago of sending Malaysian students to English speaking countries such as Australia, the United Kingdom, and the United States for college study. They did not have the protective social and family environment needed; they tended to form their own ghettos and failed to learn English well. He noted that currently, Malaysia sends no more than three or four students to a Japanese university which helps them integrate better with other students. They return to Malaysia speaking Japanese very well. He regards official linkages, especially at the graduate level, the best way to provide a satisfying study experience for international students. While studying in another country, students should return with some knowledge of the host country's values although they may encounter some problems with conflicting ideologies.

In the discussion session, Dr. Schafer asked if formal agreements needed changes. Several felt that they required specificity to make them work. With regard to language difficulties, Chinese representatives said they introduced instruction in English in order to make it easier for students to study in China. Dr. Osman felt that language study indeed transmitted the culture of the people. Dr. Langdon said that few students at Washburn University would elect Chinese language courses, but the professors could teach an appreciation for Chinese people and their language.

Panel Discussion, Tuesday, May 26

Dr. Susan H. Schafer, Dean, Continuing Studies, Pittsburg State University, chaired the panel discussion on "Overcoming Impediments to Cooperation." The panel also included Mr. David Ayers, Director, International Student Services, Pittsburg State University, Dr. Hamzah Ismail, Deputy Vice Chancellor, Northern University of Malaysia, Jitra Kedah, Malaysia, Brother Martin Komolmas, President, Assumption University, Bangkok, Thailand, Dr. David Payne, Vice President for Academic Affairs, Emporia State University, Emporia, Kansas, USA, and Dr. Ketut Rindjin, Dean of Teacher Education, Udayana University, Bali, Indonesia. Dr. Schafer asked the panel members to identify barriers that students and universities experienced and how they might overcome them. She noted that university officials and international students from the Pacific Basin Region find it difficult to discuss the barriers because they represent cultures noted for their politeness. At this conference, however, she asked that the panel engage in a frank discussion of the issues.

Dr. Payne led the discussion with reference to research that the American Council on Education will publish this summer. He noted that in ninety-five percent of the institutions of higher education in the United States, less than ten percent of the faculty and students have studied abroad in a significant international experience. He cited two types of impediments to cooperation in international education. Under structural problems, he identified differing curricula, instructional strategies, patterns of courses and credits, different calendars, and lack of faculty with international experience. He noted that in difficult financial budget constraints, institutions tend not to allocate funds for faculty training. Attitudinal and personal problems relating to different cultures, language, the way people view matters, dealing with governments and bureaucracies, and political problems also impede cooperation between educational institutions. Dr. Payne noted that cooperation among institutions with similar missions makes exchange easier. Moreover, the use of modern communication such as video conferences involving professors in two or more countries and the use of electronic mail to communicate on a daily basis between institutions will assist in reducing barriers to cooperation. He suggested that using alumni to help prepare students before they leave their country will smooth their way and enable them to achieve better integration into American culture. Finally, he said that institutions should determine their goals for becoming involved in international education. What product do they wish? Do they want to achieve greater international understanding, an enriched curriculum, or similar goals?

Mr. Ayers cited his experience studying in Bucharest, Rumania, in 1979, in which students asked him numerous questions about himself and his country. He finds that American students lack curiosity about international students studying at Pittsburg State University. He believes that American institutions must program students to develop a curiosity about other people or nothing will happen in cross culture on an American campus. He noted also that international students deal mostly with middle-level administrators who have little or no international experience. With respect to students, he has found that cross-cultural programs do not change bias or prejudice. He remarked that American students who have studied abroad mature more quickly.

Dr. Ismail dealt with the larger context of the topics mentioned by the two previous speakers. He chose to dwell on the nature of the agreement between two universities. They must believe that they have a deep need to cooperate and want to effect an exchange. Many agreements fail because they lack well defined, specific activities and projects that each institution must undertake, complete successfully, and evaluate. He advised that an agreement should begin small with projects of three to six months and no longer than a year in length. Minimal or little funding also impedes cooperation between international institutions of higher learning. International projects usually become the first ones eliminated during economically difficult years, because they do not have a high priority. Institutions must search for new sources of funding to stabilize these endeavors. He concluded by observing that international cooperation must have the full support of the chief executive officer in the institution and experience the presence of top leadership at all activity levels.

Dr. Rindjin addressed political barriers as an impediment and the need to have governments involved in developing bridging programs of institutional linkage. He referred to approval of the Australian and Indonesian governments for a program of sending Indonesian students to Australia for graduate study. They must take English language courses in Indonesia before leaving for Australia. He stressed the need to work closely with international funding agencies which mainly exist in developed countries that control ninety percent of the world's wealth.

Why cooperate at all? Brother Martin spoke feelingly about the question he posed. No longer can any one country rely only on itself. The nations must survive and advance peacefully together. When faculty and students become impatient with difficulties in exchange arrangements, cite the purpose of international cooperation. They must have a global vision of the need for all people to live in peace and create productive lives. He next referred to the barriers of culture in cooperative endeavors. The Thai culture has dos and don'ts. They accept self constraints as a quiet people. American students pose difficulties, because they do not always conduct themselves according to the expectations of their host institution. Americans especially do not abide by visiting rules in the residence halls. Brother Martin recognized that one objective of students coming to Thailand is to make friends. Yet, they might invite ruffians on campus who would rob them. Assumption University has developed a committee of faculty and students to deal with problems. Americans, who tend to have more money, want first-class communication such as telephones and electronic mail. They demand the best medical treatment when needed. Differences in how cultures acquire and

transmit knowledge can pose difficulties. Students should not expect too much from teachers in different cultures. In Thailand, students learn directly from professors who teach through the lecture method. In the United States, students expect more discussion classes. The host institution should not leave exchange professors alone but include them in activities on and off campus. Difficulty in curricula and credit transfer also poses a problem for cooperation. In Thailand, the Ministry of Education approves the curriculum. In both institutions, agreements need to focus on the meeting of requirements in a general way.

Dr. Schafer raised the question in the discussion period of the resentments of native students who feel they may not receive fair treatment because of their perception that the institution gives deference to visiting students. Dr. Smith said that he came to the conference thinking that structural problems need more emphasis in overcoming impediments to cooperation but had concluded from the conference that attitudinal problems seemed more elusive of solutions. He referred to the lack of experience of mid-level administrators, the need for CEO's to care about international cooperation, and how to influence students to embrace cooperation. He also referred to the attitudes of elected and appointed government officials. Appointed officials have longer tenure. University leaders must convince government officials to support initiatives of cooperation among institutions of higher learning in various countries. Dr. Payne responded that both variables of structure and attitude seem important in various ways and at different times. Dr. Schafer observed that attitude filters down from the top beginning with the mission

statement articulated by the Chief Executive Officer. Dr. Osman felt that we should also look at the positive side of cooperation. He referred to multi nationals who cross boundaries and live in other international cultural settings as a resource. International business with management tools and economic flexibility also can assist in international cooperation among institutions. Dr. Ratzlaff agreed and added the thought that universities should convince governments that educational cooperation will enhance economic development.

Plenary Session, Wednesday, May 28

Colonel E. William Hollenbeck, Assistant to Pittsburg State University President Donald W. Wilson, introduced Dr. Jon Wefald, President of Kansas State University. Dr. Wefald addressed the conference on the theme of greater international cooperation. He welcomed the group to America's heartland and commended President Wilson for his leadership in international education and his scholarship on Indonesian political affairs. Dr. Wefald began by discussing the growing Asian market of three trillion dollars which increases three billion dollars weekly. He also gave current statistics on the Gross National Product of European countries and the United States which still dominates all nations with its six trillion dollar GNP. He said the growing economic interdependence of the world could foster a greater opportunity for peace, good will, and understanding. Dr. Wefald referred to himself as an optimist, and that he believed history is not inevitable. One person, one university, one country can make a difference. He cited historical figures in the United States who influenced their times. George Washington led a revolution, Abraham Lincoln maintained a united

nation, and Franklin D. Roosevelt preserved the capitalist system of free enterprise. America's involvement in Vietnam, he feels, need not have occurred. If John F. Kennedy had lived, Dr. Wefald believes that he would have found a way to extract the United States from that entanglement which did not serve the country's best interests. He noted that Americans still have not recovered from the effects of the Vietnam War on their society. He referred to the collapse of the Soviet empire as an unforeseen event, and that we must admit that Mikhail Gorbechev changed the course of world history. He suggested that the ten trillion dollars that the nations of the world spent on the cold war between 1946 and 1991 should now go to peace endeavors including international educational exchange. He referred to Japan's example and role model of creating a "roaring" economy without a supporting military complex. He referred to communication technology that spreads ideas of freedom around the globe and contributes to the revolutions of our day. He noted that George Orwell incorrectly believed that such technology would strengthen the hand of dictators and the totalitarian states. He spoke about religious prejudice that has created so much strife to divide people. He said that we must will change. He has a commitment to lead Kansas State University into a greater awareness of international educational concerns. While the University does not have sufficient funds to meet all the needs of its students, it will address the issue of international education. The University will review existing programs and develop a theme to unify them into a cohesive force. It will also enhance services for international students, expand the study-abroad program that currently includes only twenty-five students a year, and add international

components to the curriculum to reflect Asian and African-American cultures. Dr. Wefald concluded his remarks with references to becoming a good person. We need to deal with environmental concerns, pay fair prices for raw materials from developing countries, curb ethnic and religious violence, and become people with compassion and a caring attitude about others.

Group Sharing Session, Wednesday, May 28

Dr. James Taylor, Director of Enrollment Management, Pittsburg State University, chaired the sharing session on "Innovations in Internationalizing the Curriculum." He said that we must have the will to meet the global challenge before us of the complexity and interrelatedness of our planet. Through higher education, we can meet that challenge with creativity and energy. Dr. Taylor asked the conference participants to share experiences on what they thought it meant to internationalize the curriculum. One response mentioned bringing international scholars to campuses and sending students abroad. To the question of how to create an internationally focused curriculum, another person suggested that making the curriculum adaptive and future-oriented marked the first stage. Another person advised educators to consider a two-step macro and micro level approach by replacing ethnocentric concepts at the macro level with regional ideas and then move to a global design. At the micro level, encourage comparative studies such as religion and literature, introduce specifically designed courses, and add international perspectives to other courses. Dr. Taylor noted that Radford University in Virginia has established a College of Global Studies in

which 2,000 students will live and study in the same environment. He suggested that this might constitute too great of a change.

Dr. Taylor pressed the conference participants to think about what one needs to know to be globally literate. Observations ranged from a more flexible curriculum to permit students to take advantage of an international experience to the existence of universal approaches to such fields as anthropology and sociology. One participant from abroad felt that American scholars had worked on international approaches to knowledge for a long time. Another person spoke about science and technology as more universal although the use of scientific and technological knowledge has cultural connotations. While medicine might have universal knowledge, the approach to patient care has cultural dimensions. The debate on internationalizing the curriculum in the United States stems from the traditional emphasis of western ideas and culture in the educational process. How do universities reeducate the faculty to incorporate a world view in their courses? Dr. John McCrone, Graduate Dean at Pittsburg State University, made an insightful comment about his field of biology. He said that biologists had historically taught their courses in the United States from the perspective of North American flora and fauna. Tropical biology led to ecological studies of the tropical rain forest. Students then could progress from a first impression of legislation against cutting down trees in the rain forest to a view of the economic consequences of such legislation, and finally to an understanding of sustainable development. In this sequence, a student learns an interdisciplinary approach that includes science, economics, management, and political science. Dr. Sheverbush, conference

coordinator, referred to his field of psychology that had centered on the Freudian view of personality but had omitted Buddhist and Islamic views. Recently, however, psychology has taken a holistic approach to the study of human personality. Dr. Schafer told of her experience in teaching a course in comparative education in which she required students to research the educational system of another country. She referred to international students as a course resource, and that the teacher should encourage them to participate with their views and experience. A general consensus emerged that area studies have proved successful.

In facilitating faculty exchange, one Malaysian university requires graduate students to take half of their course work in the United States. The Malaysian professor travels to the United States while the American professor travels to Malaysia in the course of the graduate program. Another respondent reminded the conference participants that nations have a responsibility to teach their own culture. This evoked a response that knowledge has a holistic base and should require a comparative approach using case studies from all world societies. Knowing and appreciating other cultures requires more than teaching about them but gaining experience with a culture in a social context. Dr. Smith, Vice Chancellor of the University of New England, observed students must learn that things are not wrong because they are different. He referred to the practice in the United Kingdom of educating local administrators for the colonies at Cambridge and Oxford without giving them the cultural perspective they needed.

More than once, the practice of a national education plan emerged in the discussions. In China, the national educational plan places limits to the knowledge that professors can teach. This brought a response that knowledge travels much faster and more broadly today because of the communication revolution. Universities in developed countries advance knowledge, and the world learns of it through modern communication.

The session participants reached the reluctant conclusion that they could not define an international curriculum. We must not stray from the question of what we want to produce. Do we want a functional graduate who has the language and skills necessary to live and to work in another society. ERASMUS has set that level at ten percent in Europe for the functional international person. Additional levels of international approaches to knowledge give a student an awareness, specific knowledge, and specialization in other cultures. The session ended on the note that an internationally educated person values and respects all cultures.

Presentation on the International University

Dr. Donald W. Wilson gave a presentation on the International University which he has co-founded and has worked to establish in Thailand. He first conceptualized the International University in a paper he prepared in September, 1985. He wrote that "the idea of a prestigious, private international university located in Thailand grew from a concern for educating the whole person, for international education, for the world we live in, for developing understanding, cooperation and respect between peoples and cultures and for peace and stability." He envisioned the university to emerge on a "solid

educational footing based on global understanding. . . ." The Board of Trustees would limit membership from any one country to five individuals. The faculty would come from the world. "Composition of the faculty should recognize the truly international nature of the University through a policy that limits the percentage of faculty from any single country to 15-20 percent. The ideal is diversity and quality. Terminal qualification in the area of expertise is important in addition to a belief in the mission of the University." The faculty must desire to pioneer a new and unique university, become involved in campus activities in addition to teaching their own courses, and participate in the life of the community, country and region. The university will enroll students primarily from the Pacific Basin countries but also from other parts of the world to assure a truly international institution. Dr. Wilson feels that students should represent diverse economic and social backgrounds but have "world vision, leadership qualities and fine academic potential." These students would learn in the context of a truly international curriculum with an overriding concern for the whole person that he defined as physical, mental, spiritual (non-sectarian), aesthetic, and social development. He wrote of "integrated knowledge requirements" focusing on individual and human relationships, society and social relationships, environmental and world relationships, and universal and philosophical relationships.

In 1986, Dr. Wilson developed a document entitled "A Plan for the Future" which reiterated the concepts advanced in 1985, articulated a statement of aims, and refined the university structure and operational plans. He expanded that document in November, 1987, to

include additional structural concepts, revealed the details of the needed facilities for the university, and outlined land use. Finally, he issued the "Declaration of the Aims and Principles of the International University in Thailand" on April 17, 1989, which essentially summarized previous planning documents. Meanwhile, Dr. Wilson incorporated the International University of Thailand Foundation in Kansas in November, 1987, as the organization to raise funds in the United States. He also continued making numerous trips to Thailand to confer with various government officials to secure a charter for the University. He continues to pursue that objective. Any project of this magnitude requires patience, skill, and tireless pursuit of the objective. International education owes a large debt to the vision and dedication of Dr. Wilson to the establishment and development of the International University.

Closing and Summary Session

Dr. Robert L. Sheverbush introduced Dr. Joseph G. Smoot, Vice President for Development at Pittsburg State University and an historian, to give the summary statement about the conference. He made the following remarks.

We can not measure the complete results of the contributions of this conference to international education. The interaction of conference participants has undoubtedly stimulated thinking which will endure long beyond this meeting. This paper, which summarizes the conference, attempts to preserve the main ideas expressed by designated speakers and audience responses. Perhaps it would help to coalesce our thinking to mention a few chief concepts and make some suggestions as we conclude the conference.

First, the way to establish a feeling of belonging and security for the international student can best be achieved in institutions with a formal agreement with the student's home university. Second, agreements should contain specific requirements and projects for both universities to complete and to evaluate in a relatively short period of time. Third, structural and attitudinal impediments to cooperation exist, can be identified, and need addressing. Fourth, the purpose for cooperation should always occupy a permanent place in planning and effecting international exchange. Fifth, an individual person, university, or country can make a difference. Sixth, international curricula and program innovations do exist, are well known, and have succeeded over a period of years. Seventh, faculty and student mobility lie at the heart of international education and an international curriculum. Eighth, not all international education lies in the domain of universities. Today, we learn through books, articles in leading thought periodicals, the media, and from travel. Renowned museums represent a world view through their collections. Ninth, levels of international expertise exist as legitimate goals for education. Tenth, through international education, we must develop good people who care about others and respect their values and culture.

Finally, this conference underscores the need for more precise knowledge about all aspects of international education from institutional linkages, curricula development, faculty and student experiences, to research and outcomes. ASAIHL could assist in this gigantic undertaking by launching a scholarly journal devoted to the topic and continuing conferences to explore concrete actions that need

addressing. Permanent results of conference sessions should add to the knowledge base.

In closing, may I refer you to John Masefield who wrote that "there are few earthly things more beautiful than a University. It is a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see . . . ." The Association of Southeast Asian Institutions of Higher Learning has chosen to combat ignorance and defend truth and to broaden the human experience through international cultural understanding. No more worthy objective exists today. Let us hope that this conference will take us a step closer to that purpose.

ASSOCIATION OF SOUTHEAST ASIAN INSTITUTIONS

OF HIGHER LEARNING

Conference On

University Cooperation in the Pacific Basin Region

Pittsburg State University

Pittsburg, Kansas, USA

May 26-28, 1992

Tuesday, May 26

8:00 - 9:00 a.m. Breakfast at Overman Student Center, Pittsburg State University

9:00 - 9:30 a.m. Welcome Session, Overman Student Center

Presiding: Dr. Donald Wilson, President, Pittsburg State University

Welcomes: Dr. Jose Vallanueva, President, ASAIHL

Dr. James AuBuchon, Mayor, City of Pittsburg

9:30 - 10:30 a.m. Panel Discussion on "Forming Meaningful Relationships Among Institutions in the United States and the Pacific Basin Region,"
Overman Student Center

Presiding: Dr. Robert Ratzlaff, Vice President, Academic Affairs, Pittsburg State University

Panelists: Dr. William Langdon, Director, International Center and Chairperson, Department of Foreign Languages, Washburn University, Topeka, Kansas, USA

Dr. Alan P. Mead, Vice Chancellor, University of South Australia, Adelaide, South Australia

Dr. Charas Suwanwela, President, Chulalongkorn University, Bangkok, Thailand

10:30 - 11:00 a.m. Break

11:00 - 12:30 p.m. Panel Discussion on "Overcoming Impediments to Cooperation," Overman Student Center

Presiding: Dr. Suzan Schafer, Dean, Continuing Studies, Pittsburg State University

Panelists: Dr. David Ayers, Director, International Student Services, Pittsburg State University

Dr. Hamzah Ismail, Deputy Vice Chancellor, Northern University of Malaysia, Jitra, Kedah, Malaysia

Dr. Henry H. L. Hu, President, Hong Kong Shue Yan College, North Point, Hong Kong

Brother Martin Komolmas, President, Assumption University, Bangkok, Thailand

Dr. David Payne, Vice President, Academic Affairs, Emporia State University, Emporia, Kansas, USA

12:30 - 2:00 p.m. Lunch at Overman Student Center, Pittsburg State University

2:00 - 6:30 p.m. Free Time

6:30 - 10:00 p.m. Dinner aboard the SEK Railroad featuring a traditional Southeast Kansas fried chicken dinner. Participants will board the train at Crestwood Country Club and travel to Big Brutus, a local attraction, for a tour.

Wednesday, May 27

8:30 - 9:30 a.m. Breakfast at Overman Student Center, Pittsburg State University

9:30 - 10:30 a.m. Plenary Session, Overman Student Center

Presiding: Dr. Donald Wilson, President, Pittsburg State University

Speaker: United States Senator and Minority Leader Robert Dole of Kansas

10:30 - 10:45 a.m. Break

10:45 - 12 noon Plenary Session, Overman Student Center

Presiding: Mr. E. W. Hollenbeck, Assistant to the President, Pittsburg State University

Speaker: Dr. Jon Wefald, President, Kansas State University, Manhattan, Kansas, USA

12 noon - 1:00 p.m. Lunch at Overman Student Center, Pittsburg State University

1:00 - 2:00 p.m. Sharing Session on "Innovations in Internationalizing the Curriculum," Overman Student Center

Presiding: Dr. James Taylor, Director, Enrollment Services, Pittsburg State Unviersity

2:00 - 6:00 p.m. Free Time

6:00 - 9:00 p.m. Community Banquet at Crestwood Country Club, Pittsburg, Kansas

Thursday, May 28

8:30 - 9:30 a.m. Breakfast at Overman Student Center, Pittsburg State University

9:30 - 10:30 a.m. Presentation on "The International Universtiy," Overman Student Center

Speaker: Dr. Donald Wilson, President, Pittsburg State University and Co-Founder of the International University

10:30 - 11:30 a.m. Closing Session and Conference Summary, Overman Student Center

Presiding: Dr. Joseph G. Smoot, Vice President, Development and Public Relations, Pittsburg State University

11:30 a.m. Lunch at Overman Student Center, Pittsburg State University

ASSOCIATION OF SOUTHEAST ASIAN INSTITUTIONS OF HIGHER LEARNING

Conference at Pittsburg State University
May 26-28, 1992

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